CHAPTER I
INTRODUCTION

A. Research Background

Technological developments in this era are needed to provide positive benefits for human life. In addition, technological sophistication can directly or indirectly affect moral development. Some will behave badly when using technology inappropriately and lack an understanding of the importance of moral values in life. As of now, there are many crimes everywhere due to the decline in religious moral values which don't only occur among adults but also affect students who are the successors of the nation such as drunkenness, brawls, promiscuity, free sex, theft, and lack of respect for others, especially older people.[1]

The moral is an important branch of Islamic thought. In moral development, humans have the potential to be responsible for their actions. if people believe in Allah by carrying out His commands and avoiding His prohibitions and making Prophet Muhammad a role model in their lives, universal peace will be achieved and help them to distinguish between good and bad behavior in their lives. People who have Islamic morals that their behavior doesn't conflict with Allah's commands.[2]

In this case, education plays an important role in instilling morals. Because with education they can develop their abilities and improve their quality of life which can change their attitudes and behavior to become more mature by providing teaching and training. There are two main functions in education, namely value transfer and knowledge transfer. A value transfer function is expected for a teacher to be able to transfer religious, moral, and noble character values.[3] The second function is the transfer of knowledge, where a teacher is expected to be able to transfer knowledge and technology to his students. As stated in Law No. 20 of 2003, education is a basic effort carried out in a planned manner in the teaching and learning

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[1] Mochamad Iskarin, *"Dekedensi Moral di Kalangan Pelajar Revitalisasi Strategi PAI Dalam Menumbuhkan Moralitas Generasi Bangsa",* Edukasia Islamika. Vol.1, No.1, 2016, p. 2

[2] Triyo Sipriyatno, Et Al," *Philosophy Of IslIslamic Value and Life: A Review of the Methodology of Cultivating IslIslamic Values Toward Modern Culture"*, International Journal of Cultural and Religious Studies, Vol.1, No.1, 2021, p.3-4

[3] Elmy, *The Character Education of Islam Found in English Textbook of Tenth Grade Published By "Intan Pariwara",* (Skripi: The Faculty Language Department, State IslIslamic Institute of Palangkaraya, 2016), P.1

process to create active students able to develop their potential so that they can have intelligence, skills, religion, and noble character that are useful for students society and state.

Meanwhile, according to W.S Winkle in his book entitled psychology of teaching that education is a mental activity that takes place in active interaction with the environment that produces changes in knowledge, understanding, skills, and values of attitudes. In this case, the formation of mental attitudes and behavior of students will be closely related to values so that it fosters awareness of them in the process of growing mental attitudes and appropriate behavior. Moral value education has always been the main goal in education to create a generation of pious people, who have a sense of humanity, are tolerant, and uphold the values of deliberation.[4]

Islamic moral values education serves to learn about the good or bad of human behavior so that students can know the moral values of Islam, and instill them in their lives. This is mainly related to teaching students to have noble characters and personalities through the teachings of the Islamic religion which originate from the Al-Qur'an and As-Sunnah. In this case, the moral development of students is automatically linked to the education system. For an educator, it is expected not only to make students acquire or understand knowledge about the subject matter but also to build Islamic moral values in students.[5]

Allah says in the Qur'an Surah Al-Baqarah verse 83

وَإِذْ أَخَذْنَا مِيثَاقَ بَنِي إِسْرَائِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهَ وَبِالْوَالِدَيْنِ إِحْسَانًا وَذِي الْقُرْبَىٰ وَالْيَتَامَىٰ وَالْمَسَاكِينِ وَقُولُوا لِلنَّاسِ حُسْنًا وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ ثُمَّ تَوَلَّيْتُمْ إِلَّا قَلِيلًا مِنْكُمْ وَأَنْتُمْ مُعْرِضُونَ

And remember the time when we took a covenant from the children of Israel: "you shall worship nothing but Allah and show kindness to parents, kindred, orphans, the poor, speak to men kindly, observe prayer, and pay the zakat" then you turned away in aversion, except a few of you.[6]

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[4] Ahdar Djamaludin &Wardana. *Belajar dan Pembelajaran*, 1st edition. (Sulawesi sekatan:Cv .kaaffah learning center, 2019), P. 8

[5] Faras Seruni, *An analysis moral value in "13 reason why" novel*.(Thesis: Raden intan state IslIslamic university, Lampung. 2021), P.8

[6] Mulawi Sher 'Ali, *The Holy Qur'an Arabic Text and English Translation*, 1st Edition. (Islamabad: Islam International Publications Limited, 2021), p.16

In this letter, we are commanded to always worship Allah and never associate partners because all deeds will not be accepted if they are not based on it. Do good to both parents, orphans, and poor people in words and behavior. As Muslims who have morals, we are commanded to always keep our word and be able to do good deeds for every human being.[7]

In the process of learning English, the most important tool used in learning is a textbook where the book is a reference book that contains a collection of English material that can support the success of the English teaching and learning process. A good textbook is very much needed. In the teaching and learning process with textbooks, students will get a lot of information by reading textbooks, studying independently anywhere, and can hone their potential through the tasks contained in the textbooks.[8]

English textbooks or English teaching materials certainly reflect the habits, identities, and values of English-speaking countries such as America, Australia, and England. This material should be introduced to English learners because language cannot be taught without involving the elements of culture itself. However, the representation of symbols or practices of Western religions, cultures, and beliefs in language teaching materials can lead to conflicts and misunderstandings. Analyzing Islamic moral values in teaching materials such as textbooks is very important to know the values contained in the material to be delivered, especially in the teaching and learning process in Islamic schools to avoid students' misconceptions about cultural differences and religious beliefs in English teaching materials and to improve their understanding. About the similarity of western culture with Islamic moral values. Integrating Islamic moral values can be done through lessons when teachers feel that teaching materials will create cultural differences, including classroom activities. Because religious teachings are the key used by the older generation to transmit knowledge, values, and the core teachings of Islam to future generations. Islam builds a higher moral system based on the purification of the heart from egoism, indiscipline, recklessness, and worldly desires. Islam bravely adopted a higher quality. Islam has brave feelings of moral responsibility and

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[7] Ropi Wijaya. *Membentuk Nilai Karakter Pada Anak Usia Dini Perspektif Q.S Al Baqarah Ayat 84. (*Thesis:Program Pendidikan PAI, IAIN Curup, 2019), P. 33-34.

[8] Rezu Betri, *Content Analysis Of English Textbook Entitled"Talk Active" Used by The Senior High School*. (Thesis: Department of English Education, State IslIslamic University Sulthan Thaha Saifuddin, Jambi, 2018), p. 2

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brave self-control.[9] Therefore, the researcher will analyze the Islamic moral values in English textbooks used in learning in the tenth grade of senior high school to find out what the moral values contained in the book.

B. Research Focus

The focus of this research is analysis Islamic moral values in an English textbook entitled Pathway to English for tenth-grade of senior high school

C. Research Questions

Based on the background and research focus described previously, the research questions in this study are:
1. What are the types of Islamic moral values in the English textbook entitled *Pathway to English for Tenth Grade of Senior High School*?
2. How are the Islamic moral values represented in the English textbook entitled *Pathway to English for Tenth Grade of Senior High School?*
3. What is the contribution of Islamic moral values to English teaching?

D. Research Objectives
1. To find the types of Islamic moral values in the English textbook entitled *Pathway to English for Tenth Grade of Senior High School.*
2. To describe Islamic moral values are represented in the English textbook entitled *Pathway to English for Tenth Grade of Senior High School.*
3. To know the contribution of Islamic moral values to English teaching.

E. Research Significances

This research is expected to provide significant contribution both theoretical are practical, which are as follow:

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[9] Alfian Alfia, et al. *Integrating IslIslamic Values in Teaching English: Lesson Learned From an Intergrated IslIslamic School*, Journal of English Language Studies, Vol.4, No.1, 2021, p. 1-2

1. Theoretical significance
a. The results of this study add insight to analyzing the moral values of Islam in the English textbook entitled Pathway to English
b. Provide information to students about the moral values of Islam in the textbook.

2. Practical significance

Practically the result of this research is expected to be useful, as follows:

a. For students

Provide understanding for students about Islamic moral values to improve their ability to hone feelings, imagination, and sensitivity to the environment, culture, and society.

c. For Teacher

This research can provide benefits for English teachers, especially those who teach in Islamic schools, in teaching English material they can use the Pathway to English textbook for tenth grade which contains Islamic moral values as reference teaching materials.

d. For English Teaching

This research can provide benefits for teaching English in that language learning cannot be separated from the culture of native speakers, including English which is synonymous with western culture. Islamic school is a school whose main goal is to instill Islamic moral values. Therefore, teaching English in Islamic schools does not only teach the material but integrates Islamic moral values in the teaching materials.

e. For Textbook Writers

Provide information for textbook writers to be more selective in writing textbooks to increase positive values and be able to instill moral values by national education goals.

f. For the Other Researchers

The results of this study are expected to be used as information material for further research to improve research better

F. Definition of Key Terms

To clarify the key terms used in this study, some definitions are put forward.

1. English textbook

English textbooks are teaching materials designed for English subjects. These textbooks are used by English teachers in

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schools as a medium for teaching English. In this study, the researcher only focused on the textbook entitled Pathway To English For Tenth Grade of Senior High School.

2. Islamic moral values

Values become the standard of good or bad behavior. Moral in Islam is identical to morality which aims to carry out the commands of Allah SWT. Islamic moral values education is very much needed to provide form and direction to the pattern of human behavior as a Muslim.

G. The Organisation of Thesis

This paper is divided into:

Cover: This page contains the title of the thesis, writer's name, university logo, name of institution, city, and year.

Approval Pages: This page contains the title of the thesis, the writer's name, the university logo, the name and the signature of the advisor, and the date when the thesis draft is approved for defense.

Statement: It serves as a public declaration to the readers that the writing is the student's work, that the content of the thesis is original, that all sources are properly acknowledged, and that the ethics of research have been observed

Abstract: Summary of the thesis. It contains the background, the research question, the methodology, the findings, and suggestions or the implications of the result.

Abstrak: Contains the bahasa indonesia version of the *"abstract"*

Motto: This part consists of some sentences which specifically represent the author's spirit relative to the study and the theses paper.

Acknowledgment: This page expresses gratitude to people or institutions whose assistance is significant in the writing process.

Preface: Introduction about the thesis paper, which explains the study's general background in brief and explains the reasons for conducting the thesis paper.

Table of Contents: This page presents the short-hand outline of the entire thesis's content, and which page they are on in the thesis.

Chapter I: Introduction. It contains the research background, the research focus, the research questions, the research objectives, the research significance, the definition of key terms, and the organization of the thesis.

Chapter II: Review of related literature. It contains the theoretical description, theoretical framework, and review of the previous study.

Chapter III: Research methodology. It contains the research method, Subject, and object of the research, instruments, data collection technique, research data validity, and data analysis technique.

Chapter IV: Research findings and discussion. It contains research results and discussion.

Chapter V: Conclusions and recommendations. It contains summarizes the major findings and all arguments of the research as well as presents their limitation together. Besides, it spells out recommendations for future research and current practice.

References: This section provides the readers with the list of texts/ materials the students have consulted.

Appendix: This section is for organizing important information such as the data analysis process, resources document, observation note, photo documentation, and so on